

DOI 10.31392/ONP.2786-6890.3(2).2022.06

UDC 378.091.3:373.5.011.3-051]:81'243:005.336.2

## FORMATION OF FUTURE TEACHERS' FOREIGN LANGUAGE COMPETENCE IN THE EDUCATIONAL ENVIRONMENT OF MODERN UNIVERSITY

**Volodymyr Lipatov**

Candidate of Pedagogical Sciences, Associate  
Professor of the Department of English Philology,  
National Pedagogical Dragomanov University,  
Pirogova str., 9, Kyiv, Ukraine  
<https://orcid.org/0000-0003-0625-3933>  
e-mail: v.m.lipatov @npu.edu.ua

**Liudmyla Popova**

Candidate of Pedagogical Sciences, Associate  
Professor of the Department of Pedagogy  
and Methods of Ukrainian  
and Foreign Languages Teaching,  
National Pedagogical Dragomanov University,  
Pirogova str., 9, Kyiv, Ukraine  
<https://orcid.org/0000-0003-3764-3870>  
e-mail: l.m.popova @npu.edu.ua

**Abstract.** *The article analyzes and theoretically substantiates new approaches to the implementation of an actual problem in the field of theory and methodology of professional education – the formation of foreign language communicative competence of future teachers. It is also noted that the research concept is ensured by the unity of methodological, theoretical and methodical aspects. We considered the forms of professional training of future teachers; ways of increasing the motivation of students of higher education to master the norms of a foreign language in a modern university; means of intensification and development of students' creative and intellectual abilities; improvement of the quality of assimilation of educational material from a foreign language by means of modern communication and information technologies; accelerating the formation of foreign language communicative competence of future teachers. The phenomenon of globalization, the digitalization of social and economic processes in society, the definition of a number of transversal competencies in professional training for the unification of the requirements of the modern labor market pose an urgent need for higher education institutions to ensure a sufficient level of foreign language proficiency at the B 2 level, as a necessary tool for international communication and lifelong professional development.*

*Current world trends in the training of future teachers in a modern university are the introduction of various innovative forms of educational and scientific work on the formation of foreign language competence. Academic mobility is one of the priority areas of activity of higher education institutions, which provides the opportunity for participants of the educational process to study, teach, do internships or conduct scientific activities in other higher education institutions on the territory of Ukraine or beyond. Such an organization of the educational process contributes to increasing the significance of foreign language skills for the future teacher as a tool for improving his professional level. Such organization of the educational process contributes to increasing the significance of foreign language skills for the future teachers as a tool for improving their professional level.*

*It has been proven that the formation of foreign language competence also contributes to the solution and formation of other key competences, in particular, the readiness of the teacher for effective professional activity by means of the possibilities of media education resources.*

**Key words:** institutions of higher education, future teacher, foreign language competence, academic mobility, professional competence.

DOI 10.31392/ONP.2786-6890.3(2).2022.06

УДК 378.091.3:373.5.011.3-051]:81'243:005.336.2

## ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ В ОСВІТНЬОМУ СЕРЕДОВИЩІ СУЧАСНОГО УНІВЕРСИТЕТУ

**Ліпатов В. М.**

кандидат педагогічних наук, доцент кафедри  
англійської філології,  
Національний педагогічний університет  
імені М. П. Драгоманова,  
вул. Пирогова, 9, Київ, Україна  
<https://orcid.org/0000-0003-0625-3933>  
e-mail: l.m.lipatov@npu.edu.ua

**Попова Л. М.**

кандидат педагогічних наук,  
доцент кафедри педагогіки  
та методики навчання української та  
іноземних мов,  
Національний педагогічний університет  
імені М. П. Драгоманова,  
вул. Пирогова, 9, Київ, Україна  
<https://orcid.org/0000-0003-3764-3870>  
e-mail: l.m.popova@npu.edu.ua

**Анотація.** У статті проаналізовано та теоретично обґрунтовано нові підходи до реалізації актуальної проблеми в галузі теорії і методики професійної освіти – формування іншомовної комунікативної компетентності майбутніх учителів. Зазначається також, що концепція дослідження забезпечується єдністю методологічного, теоретичного та методичного аспектів. Розглянуто форми професійної підготовки майбутніх учителів; шляхи підвищення вмотивованості здобувачів вищої освіти до оволодіння нормами іноземної мови у сучасному університеті; засоби інтенсифікації та розвитку творчих, інтелектуальних здібностей студентів; поліпшення якості засвоєння навчального матеріалу з іноземної мови засобами сучасних комунікативно-інформаційних технологій; прискорення формування іншомовної комунікативної компетентності майбутніх учителів іноземної мови. Процеси глобалізації, цифровізація соціальних та економічних процесів в суспільстві, визначення низки трансверсальних компетентностей в професійній підготовці для уніфікації вимог сучасного ринку праці ставить перед закладами вищої освіти нагальну потребу в забезпеченні достатнього ступеня володіння іноземною мовою на рівні Б 2, як необхідного інструмента для міжнародної комунікації та професійного вдосконалення впродовж життя.

Актуальними світовими тенденціями підготовки майбутнього педагога в сучасному університеті є запровадження різних інноваційних форм навчальної та наукової роботи з формування іншомовної компетентності. Академічна мобільність є одним із пріоритетних напрямків діяльності закладів вищої освіти, що передбачає можливість учасників освітнього

*процесу навчатися, викладати, стажуватися чи проводити наукову діяльність тощо в іншому закладі вищої освіти на території України чи поза її межами. Така організація навчального процесу сприяє підвищенню значущості володіння іноземної мови майбутнім педагогом як інструментом для підвищення свого професійного рівня.*

*Доведено, що сформованість іншомовної компетентності сприяє також вирішенню і становленню інших ключових компетентностей, зокрема готовності вчителя до ефективної професійної діяльності засобами можливостей ресурсів медіаосвіти.*

**Ключові слова:** *заклади вищої освіти, майбутній педагог, іншомовна компетентність, академічна мобільність, професійна компетентність.*

**Introduction and current state of the research problem.** The strengthening of scientific interest in the problem of adult education in the European and domestic pedagogical discourse at the beginning of the 21st century became a characteristic feature of the work of higher education institutions, which found its reproduction in normative and legislative documents that regulate the content of higher education, namely: Laws of Ukraine «On Education» (2017), «On General Secondary Education» (2020), Concepts of State Policy Implementation in the Reform of General Secondary Education «New Ukrainian School» (2016), Sectoral Concepts for the Development of Continuous Pedagogical Education (2013), Decree of the President of Ukraine «On National strategy for the development of education in Ukraine for the period until 2021» (2013) and others. In the scientific literature, the components of training future specialists for professional activities are substantiated in detail, but globalization processes and socio-economic realities in modern society require a new approach and rethinking of the process of training future teachers. The works of domestic and foreign researchers dedicated to the interpretation of the concept of «foreign language competence» and «professional training of the future teacher» deserve special attention.

**Analysis of basic research and publications.** The process of improving all components of professional training and the development of new ways of forming the professional competence of a future teacher in higher education institutions of Ukraine have always been in the center of attention of scientists; the components of the training of future specialists for professional pedagogical activities substantiated in detail by researchers. But the modern realities of social and economic changes in society require a new rethinking and approach. The increased professional interest of Ukrainian scientists is caused by the experience of training especially pedagogical personnel, the analysis of such experience has recently been devoted to a number of studies (V. Bondar, K. Godlevska, N. Karpenko, O. Matvienko, T. Olefirenko, L. Pukhovska, and others) [8]. It should be noted that in a significant number of scientific works, researchers try to solve the problems of the content and ways of forming foreign language professional competence of teachers of different educational levels (O. Benatska [1], O. Bigich [2], N. Borysko, V. Kalinin [6], O. Kotenko [9], S. Nikolaieva, V. Redko, N. Skliarenko, A. Tarnopilskyi, Michael Kelly, Michael Grenfell, Angella Gallagher-Brett, Diana Jones, Laurence Richard, Amanda Hilmarsson-Dunn [14] and others). As a result of the analysis of the latest scientific and methodical publications, legislative and regulatory documents, it can be stated that the issues related to the formation of foreign language competence of future teachers are relevant and meet the needs of the modern labor market.

**Purpose, tasks and research methods.** The purpose of our study is the theoretical substantiation of urgent problems of foreign language competence formation as an actual component of the transversal competence of the future teacher in higher education institutions of Ukraine. The work uses such theoretical methods as: analysis, systemati-

zation and generalization of methodological and scientific principles from the problem of professional training of future teachers for the formation of norms of appropriate foreign language proficiency at level B 2. The main methodological approaches (axiological, competence-based and personally oriented) and principles (modeling of professional activity in a higher education institution).

**Presentation of the main research material.** The change in the paradigm of higher education in Ukraine proves the need to modernize the system of professional training of future teachers; highlights the urgent need to develop a deep understanding of the phenomenon of foreign language competence as an actual component of the transversal skills of a competitive specialist in the modern labor market. In a globalized society, learning foreign languages plays an important role in the formation and formation of a future specialist who is able not only to successfully search for the necessary information, but also to realize his social and professional mobility in the process of intercultural communication. Thus, the implementation by higher education institutions of the ideas of the Bologna Process and the Recommendations of the Council of Europe [4; 12] requires the emergence of a new generation of specialists capable of effectively performing their professional duties, possessing digital competence and, at least, two foreign languages. Integration processes in Ukraine to the European educational space, in turn, require the expansion of the range of foreign language professional skills of future specialists of the primary education level [13].

In the educational regulatory documents of Ukraine, we find a definition of the concept of a standard in the training of a specialist in the field of pedagogy, which is interpreted as: a set of norms that determine the content of education, the content of training, the content of the diagnosis of the quality of education. In the «Regulations on educational and qualification levels (degree education) (Decree of the Cabinet of Ministers of Ukraine of January 20, 1998 No. 65): The content of education is the requirements for the system of knowledge, skills and abilities, worldview and social and professional values determined by the goals and needs of society the qualities of the future specialist, which is formed in the process of training, taking into account the prospects for the development of science, technology, technology and culture».

Therefore, when developing standards for the training of specialists, it is necessary to first of all pay attention to its content component. Today, Ukraine has a clearly defined legislative framework for renewal the content of education, which was reproduced in the Law of Ukraine «On Education» (1996), «Concepts of Pedagogical Education» (1996), National Development Doctrine of Education (2002), the Law of Ukraine «On Higher Education» (2002), Stateprogram «Teacher» (2002).

It was found that foreign language communicative competence is a complex of knowledge, abilities and skills, as well as experience in their use, which enables the future teacher to effectively and productively use a foreign language for professional activities. In our opinion, it is the mastering of the basics of foreign language competence by the future specialist that will contribute to the formation of transversal competences in the process of forming the professional identity of the future teacher [11]. Scientist S. Nikolayeva. in the article «Objectives of foreign language learning in the aspect of the competence approach» foreign language communicative competence is also understood as «the ability to successfully satisfy individual and social needs, act and fulfill assigned tasks. It is based on knowledge, skills and abilities, but it is not exhausted by them, it necessarily includes a person's personal attitude towards them, as well as his experience, which allows him to «weave» this knowledge into what he already knew, and his ability to understand the life a situation in which she will be able to apply them».

The effectiveness of the pedagogical process naturally depends on the conditions in which it is carried out. First of all, there is a need to justify such components of the



model as pedagogical conditions that ensure the effective formation of the professional competence of the future teacher. According to researchers O. Bernatska, O. Bigich, and O. Volchenko, pedagogical conditions are defined as external circumstances of learning that influence the student and thereby determine his qualitative changes [1; 2].

The number and content of pedagogical conditions is interpreted by each author from different positions, but we share the opinion of scientist M. Sidun, who emphasizes the need «...Creating a developmental environment based on the situational orientation of the educational process in higher pedagogical educational institutions implies a transition to the model of professional training of the future teacher, which is based on the wide use of various educational situations (pedagogical, psychological, speech), which may arise in his future pedagogical activity. The practical implementation of situational orientation is possible under the condition of creating a developmental environment in a pedagogical institution of higher education» [7, p. 10].

Developmental environment in modern literature is defined as a set of conditions favorable for socialization, as a carrier of a special systemic quality, or as an educational space that provides maximum disclosure of the personality, providing optimal conditions for its development [7]. We consider the development environment created on the basis of situationality as a complex formation based on interaction between all participants of educational activities, involves the wide use of educational situations both in the process of training in a higher educational institution and outside it, and is aimed at the formation of practical abilities, skills and personal characteristics of the future teacher [10].

The specified pedagogical condition also provides for the introduction of situationally oriented pedagogical practice, the purpose of which is to master students with modern methods, means and forms of organizing the teacher's work on the basis of acquired knowledge, professional skills and skills for making independent decisions during specific work in real conditions, creative application of the learned theory [3; 5].

Accordingly, the system of training a future teacher in such an institution includes professional (speech), psychological and pedagogical components, each of which affects the formation of professional foreign language competence.

Another no less important pedagogical condition for the formation of the professional competence of a future teacher is the systematic use of pedagogical diagnostics in the educational process of a pedagogical institution of higher education, which is confirmed by the opinion of O. Savchenko that the education system of Ukraine should be built on a diagnostic basis in order to use adequate means of influence [7, p. 28].

**Conclusions from the study and prospects for further exploration in this direction.** Therefore, the outlined trends in foreign language training of future teachers testify to the understanding of the importance of foreign language competence formation for the professional self-improvement of a specialist. Thus, in the system of continuous training of the future teachers, improvement of their professional skills throughout life, the process of formation of foreign language competence is particularly important, as an actual component of the transversal competence of a modern teacher. The introduction of in-depth foreign language learning programs into the educational environment of linguistic and non-linguistic institutions of higher education will contribute to a better understanding of socio-cultural realities, will make it possible to train qualified specialists of a new level who will be competitive in the modern labor market, will be able to critically analyze and rethink available media resources in a foreign language and effectively apply them in their professional activities

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ:

---

1. Бернацька О. В. Використання ситуацій професійної діяльності у навчанні професійно-орієнтованому спілкуванню іноземною мовою : Матеріали конф., спец. вип. Всеукр. наук.-практ. читання студ. і мол. науков., присвячені педагогічній спадщині К. Д. Ушинського, В. О. Сухомлинського. Одеса : ПДПУ ім. К. Д. Ушинського. 2004. С. 3-4.
2. Бігич О. Б. Методична освіта майбутнього вчителя іноземної мови початкової школи : монографія / О. Б. Бігич. Київ : Вид. Центр КНЛУ, 2004. 278 с.
3. Волченко О. М. Формування комунікативної компетенції майбутніх учителів іноземних мов у вищих педагогічних навчальних закладах : дис. ... канд. пед. наук : 13.00.04. Київ, 2006. 261 с.
4. Загальноєвропейські Рекомендації з мовної освіти : вивчення, викладання, оцінювання / науковий редактор українського видання доктор пед. наук, проф. С. Ю. Ніколаєва. Київ : Ленвіт, 2003. 273 с.
5. Казаков Ю. М. Педагогічні умови застосування медіаосвіти в процесі професійної підготовки майбутніх учителів : автореф. дис... канд. пед. наук : 13.00.04. Луганськ, 2007. 21 с.
6. Калінін В. О. Формування професійної компетентності майбутнього вчителя іноземної мови засобами діалогу культур : автореф. дис. ... канд. пед. наук : 13.00.04. Житомир, 2005. 20 с.
7. Лінгводидактичні засади навчання іноземних мов у закладах вищої педагогічної та загальної середньої освіти : монографія / відп. за вип. М. М. Сідун, Т. К. Полонська. Мукачево : МДУ, 2018. 342 с.
8. Матвієнко О. В., Попова Л. М. Академічна мобільність як складова підготовки майбутніх учителів до міжкультурної комунікації в умовах євроінтеграції. *Інноваційна педагогіка*. 2020. Випуск 21. Том 2. С. 147-150.
9. Методика навчання іноземних мов у початковій школі : навчальний посібник для студентів ВНЗ / О. В. Котенко, Р. О. Павлюк, А. В. Соломаха та ін. Київ : Київ. ун-т ім. Б. Грінченка, 2013. 354 с.
10. Стандарт вищої освіти : Освітньо-професійна програма підготовки бакалавра за спеціальністю 6.010103 Педагогіка і методика середньої освіти, іноземна мова напряму підготовки 0101 Педагогічна освіта. Київ : МОН України, 2004. 153 с.
11. Степаненко Л., Попова Л. Формування трансверсальних компетентностей в іншомовній професійній підготовці майбутніх педагогів : нормативно-законодавчі аспекти. *Вісник педагогічної майстерності*. 2022. № 29. С. 219-224. URL: <http://sources.pnpu.edu.ua/article/view/264354/260581>
12. Common European Framework of Reference for Languages : Learning, Teaching and Assessment Council of Europe. 22 лютого 2001 р. 273 с.
13. Popova L. M. Influence of media technologies on the formation of future primary school teachers' readiness for professional communication in a foreign language. *Current Trends and Factors of the Pedagogical and Psychological Sciences in Ukraine and EU Countries* : International scientific and practical conference, 25 – 26 September 2020. Lublin, 2020. P. 219-222.
14. The Training of Teachers of a Foreign Language : Developments in Europe : A Report to the European Commission Directorate General for Education and Culture / Michael Kelly, Michael Grenfell, Angella Gallagher-Brett, Diana Jones, Laurence Richard, Amanda Hilmarsson-Dunn. 89 p. URL: <http://ec.europa.eu/education/languages/pdf/doc493en>.

## REFERENCES:

---

1. Bernatska, O. V. (2004). Vykorystannia sytuatsii profesiinoi diialnosti u navchanni profesiino-oriientovanomu spilkuvanniю inozemnoiu movoю [Using situations of professional activity in teaching professionally oriented communication in a foreign language] : Materialy

konf., spets. vyp. Vseukr. nauk.-prakt. chytannia stud. i mol. naukov., prysviacheni pedahohichnii spadshchyni K. D. Ushynskoho, V. O. Sukhomlynskoho. Odesa : PDPU im. K. D. Ushynskoho, 3-4 [in Ukrainian].

2. Bihych, O. B. (2004). *Metodychna osvita maibutnoho vchytelia inozemnoi movy pochatkovoї shkoly* [Methodological education of a future primary school foreign language teacher] : monohrafiia. Kyiv : Vyd. Tsentr KNLU [in Ukrainian].

3. Volchenko, O. M. (2006). *Formuvannia komunikatyvnoi kompetentsii maibutnikh uchyteliv inozemnykh mov u vyshchikh pedahohichnykh navchalnykh zakladakh* [Formation of Future Foreign Language Teachers' Communicative Competence in Higher Pedagogical Educational Institutions]. *Candidate's thesis*, Kyiv [in Ukrainian].

4. *Zahalnoevropeiski Rekomendatsii z movnoi osvity : vyvchennia, vykladannia, otsiniuvannia* [The Common European Framework of Reference for Languages : Learning, Teaching, Assessment]. (2003) / naukovyi redaktor ukrainskoho vydannia doktor ped. nauk, prof. S. Yu. Nikolaieva. Kyiv : Lenvit [in Ukrainian].

5. Kazakov, Yu. M. (2007). *Pedahohichni umovy zastosuvannia mediaosvity v protsesi profesiinoi pidhotovky maibutnikh uchyteliv* [Pedagogical Conditions for the Application of Media Education in the Process of Future Teachers' Professional Training]. *Extended abstract of candidate's thesis*, Luhansk [in Ukrainian].

6. Kalinin V. O. (2005). *Formuvannia profesiinoi kompetentnosti maibutnoho vchytelia inozemnoi movy zasobamy dialohu kultur* [Formation of the Future Foreign Language Teacher's Professional Competence by Means of Dialogue of Cultures]. *Extended abstract of candidate's thesis*. Zhytomyr [in Ukrainian].

7. *Linhvodydaktychni zasady navchannia inozemnykh mov u zakladakh vyshchoi pedahohichnoi ta zahalnoi serednoi osvity* [Linguodidactic principles of foreign language teaching in higher pedagogical and general secondary education institutions] : monohrafiia (2018) / vidp. za vyp. M. M. Sidun, T. K. Polonska. Mukachevo : MDU [in Ukrainian].

8. Matviienko, O. V., Popova, L. M. (2020). *Akademichna mobilnist yak skladova pidhotovky maibutnikh vchyteliv do mizhkulturnoi komunikatsii v umovakh yevrointehratsii* [Academic mobility as a component of future teachers' preparation for intercultural communication in the context of European integration]. *Innovatsiina pedahohika – Innovative pedagogy, Vol. 2, issue 21, 147-150* [in Ukrainian].

9. *Metodyka navchannia inozemnykh mov u pochatkovii shkoli : navchalnyi posibnyk dlia studentiv VNZ* [Methods of teaching foreign languages in primary school: a textbook for university students] (2013) / O. V. Kotenko, R. O. Pavliuk, A. V. Solomakha ta in. Kyiv : Kyiv. un-t im. B. Hrinchenka [in Ukrainian].

10. *Standart vyshchoi osvity* [Standard of higher education] : Osvitno-profesiina prohrama pidhotovky bakalavra za spetsialnistiu 6.010103 Pedahohika i metodyka serednoi osvity, inozemna mova napriamu pidhotovky 0101 Pedahohichna osvita. (2004). Kyiv : MON Ukrainy [in Ukrainian].

11. Stepanenko L., Popova L. (2022). *Formuvannia transversalnykh kompetentnosti v inshomovnii profesiinii pidhotovtsi maibutnikh pedahohiv* [Formation of transversal competences in foreign language professional training of future teachers : regulatory and legislative aspects]. *Visnyk pedahohichnoi maisternosti – Bulletin of Pedagogical Excellence, 29, 219-224*. URL: <http://sources.pnpu.edu.ua/article/view/264354/260581> [in Ukrainian].

12. *Common European Framework of Reference for Languages : Learning, Teaching and Assessment Council of Europe. 22 лютого 2001* [in English].

13. Popova, L. M. (2020). *Influence of media technologies on the formation of future primary school teachers' readiness for professional communication in a foreign language. Current Trends and Factors of the Pedagogical and Psychological Sciences in Ukraine and EU Countries* : International scientific and practical conference, 25 – 26 September. Lublin, 219-222 [in English].

14. *The Training of Teachers of a Foreign Language : Developments in Europe : A Report to the European Commission Directorate General for Education and Culture / Michael Kelly, Michael Grenfell, Angella Gallagher-Brett, Diana Jones, Laurence Richard, Amanda Hilmarsson-Dunn*. URL: <http://ec.europa.eu/education/languages/pdf/doc493en>. [in English].